

Grades					<i>English Teacher:</i>
Dates					<i>Hasanboy Rasulov</i>

Lesson 1. Food

The aim of the lesson:

Educational: to learn about food and drink, restaurants, and street food

Developing: - to develop listening, reading, speaking and writing skills

Socio-cultural: - to learn different cultures

Competence: SC1, SC and PC

Learning outcomes: By the end of the lesson, pupils will be able to use learnt language; ask and answer questions

Type of the lesson: non-standard, mixed

Method of the lesson: group work, pair work

Equipment: Prepare 8 Textbook, Workbook, the DVD of the book, flashcards.

TECHNOLOGICAL MAP OF THE LESSON:

N_o	Part of the lesson	Tasks	Time
1	Organizational Moment	-to greet pupils. - to check up the register	5 min
2	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
3	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
4	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
5	Homework.	- Giving homework.	5 min

The Procedure of the lesson:

I. Organizing moment: - Greeting.
- Checking the register

II. Pre-Activity

Write food and drink on the board and play the alphabet game. Challenge the class to think of a type of food or drink for as many letters of the alphabet as they can.

III. Main Part

Pre-teach eat out: have the class look at the photos and text titles in this unit and ask ‘Are the people in this unit eating at home?’ (no) ‘Where are they eating?’ (in restaurants or at a food market; they’re eating out). Point out that eating out is eating in a restaurant, a café or at a stall and not eating outside. If necessary, also pre-teach fast food by asking ‘What do we call the food in places like McDonalds, Burger King, [fast food places in the students’ country], etc.?’ (fast food) Then, ask the students to take turns to ask and answer the questions in pairs.

Food

Activity 1 Ask the students to look at the photos first and try to name as much of the food as possible before they look at the words. As the students repeat the words, check that they pronounce the following correctly: chicken /'tʃɪk.n/ (kitchen /'kɪtʃ.ən/ is where we cook), vegetable /'vedʒ.tə.bəl/ (with three syllables), tomato /tə'mɑ:.təʊ/ (the a is pronounced /ɑ:/ in British English), and strawberry /'strɔ:.br.i/ (the e is often silent). Check students understand the meaning of main course and dessert (/dɪ'zɜ:t/) by asking for examples of each one. If time allows, ask the students to divide a page in their notebook into a menu, using the headings Main course and Dessert and Drinks. Ask them to add the words in the box to their menu.

Pizza PALACE
Come and have your party here in our party room – space for 30 people!

Party Menu

— PIZZAS —
Cheese and tomato, Mushroom

— PASTA —
with tomato sauce

— DESSERT —
Ice cream, (vanilla, chocolate or strawberry) – eat as much you want!

— SOFT DRINKS —
Orangeade, lemonade, cola

PRICE £10.00 per person

Call us six months before your party to book – we are very popular!
Birthday cake available.

EASY BURGERS
We play all your favourite music videos while you eat!

PARTY MENU **PRICE £13.00 PER PERSON**

Main course
Chicken legs
Fresh vegetables or salad
Burger
Rice or chips

DESSERT
Fruit salad and cream
Cheesecake

DRINKS
Fruit juice or lemonade
Mineral water

Our parties are very popular – book six months before your birthday.

ORDER OUR CHEF'S AMAZING BIRTHDAY CAKE.

Answers

A mushroom B pasta with tomato sauce C strawberry D cream E soft drinks F cola G chicken legs H burger I grapes J fresh vegetables K salad L mineral water M lemonade

Activity 2 Encourage the students to do this exercise in pairs leaving out the words they don't know. Point out they can use the words in both the box and also in the advertisements. Then, go over the answers as a class and encourage a volunteer to come to the board and draw a picture of each recipient (a bowl, a glass, etc.).

Answers

a bowl of ice cream/rice/salad/pasta/fruit salad
a glass of (mineral) water/cola/juice/lemonade/soft drink
a bottle of (mineral) water/cola/juice/lemonade/soft drink
a piece of cake/cheesecake/pizza
a slice of cake/cheesecake/pizza
a plate of chips/pasta with tomato sauce/chicken legs

Activity 3 Ask the students to read the example first and use it as a model for their own conversation. With a stronger class, brainstorm a list of appropriate questions onto the board, e.g. What's your favourite food? What's your least favourite? Which food do you like on the menu? Which food don't you like? Are you hungry now? Do you want to eat or drink anything on the menus right now? Then, encourage them to take turns to ask and answer these questions.

Answers

Students' own answers

IV. Post-activity

Activity 4 Pre-teach healthy by asking the students to say which of the food and drink in Exercise 1 is healthy and which is less healthy. Explain that popular means that a lot of people like it. Ask the students to read the sentences first and then look for the answers in the advertisements. Encourage stronger students to correct the wrong sentences.

Answers

1 (The party rooms are the same size – they both hold thirty people.) 2 (We play all your favourite music videos while you eat.) 3 (There are fresh vegetables, salad, fruit salad and fruit juice.) 4 (Pizza Palace is cheaper than Easy Burgers.) 5 (There is more variety.) 6

Deputy director on educational affairs _____

Signature _____

Grades					English Teacher:
Dates					

Lesson 2. Making comparisons

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The Procedure of the lesson:

I. Organizing moment: - Greeting.
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II. Pre-Activity

as ... as

Activity 1 First, ask the students to look at the photo and say what the girl, Nicky, is thinking about. Ask them to read what she says and say if they agree or disagree with her. Then, ask them to find and, if appropriate, underline as ... as in the speech bubbles. Elicit what word Nicky uses between as ... as (an adjective).

Answers

1 the same 2 different

III. Main Part

Activity 2 Point out that the students need to write two sentences about each pair of things, one using the first adjective and the other using the second. (Cristiano Ronaldo and Marcus Rashford are both professional footballers.)

Answers

Students' own answers

Comparative adjectives

Activity 3 Write the following on the board and ask the students to complete the sentences with Pizza Palace or Easy Burgers:

_____ is cheaper than _____ .

(Pizza Palace; Easy Burgers)

_____ is more expensive than _____ .

(Easy Burgers; Pizza Palace)

Ask the class to say which words compare one thing with another (cheaper than and more expensive than). Point out that these are examples of comparative adjectives and ask the class to say how we form these (short adjective + er + than or more + long adjective + than). If appropriate, ask the students to underline all the examples of comparative adjectives in Vocabulary and Reading Exercise 4 page 68. Check that the students understand the meaning of the adjectives in the box by asking them to give you a sentence with each of them, e.g. I can't go out because I'm busy. I've got a lot of homework. Then, ask them to copy the table into their notebooks and write the adjectives and their comparatives in the correct column.

Answers

short adjectives				long adjectives
one syllable	one syllable ending in e	two syllables ending in y	one syllable ending in vowel consonant	use more + adjective
short - shorter colder harder longer newer taller	nice - nicer larger later	healthy - healthier busier dirtier funnier	big - bigger fatter hotter thinner	expensive - more expensive more expensive beautiful more exciting more popular

GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 248

Activity 4 Point out that there is one mistake with the comparative form of the adjective or as ... as in each sentence.

Answers

- 1 The tickets for adults cost £25, but the tickets for students are cheaper.
- 2 The concert is very big and has lots of famous singers.
- 3 This bag is not as big as my last one.
- 4 It's cold here so bring some warm clothes.
- 5 I was luckier than my friends.
- 6 My drink was not as expensive as yours.

IV. Post-activity

Activity 5 As a class, brainstorm some things for each category first and encourage the students to choose two for each and write them down. Then, ask the students to write some comparative sentences. Encourage them to check that they have spelled the comparative form correctly by looking at the table in their notebook (see Exercise 3). In groups they check each other's sentences.

FAST FINISHERS

For this exercise fast finishers work together in a group. When they have checked each other's sentences, they choose three or four of their sentences and discuss whether they agree or disagree with each one.


Answers

Students' own answers

Deputy director on educational affairs _____

Signature _____


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